

# **SRAE Performance Measures Guide**

**PROVIDER LEVEL MEASURES OF STRUCTURE, COST, AND  
SUPPORT**

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## Technical Assistance

For technical assistance in using this data recording tool or other evaluation tools, contact:

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## Overview

- The SRAE Provider-Level Measures of Structure, Cost, and Support workbook is a tool to be used to record and report Minnesota Department of Health (MDH) Sexual Risk Avoidance Education (SRAE) performance measure data. The workbook is designed to calculate the data that will be reported to Family and Youth Services Bureau (FYSB) of Administration of Children and Family (ACF) for each program implemented. Some of the information collected includes:
  - Funding amount
  - SRAE program facilitators
  - Implementation challenges
  - Needs for technical assistance
- These data will be used to:
  - Track program costs
  - Identify common implementation barriers
  - Inform future national and state training and technical assistance
- This information should be provided by the Minnesota SRAE (MN SRAE) grantee director or grantee director's designee.
- MN SRAE agencies will use this guide and data tool to capture and organize information on the provider-level structure, cost, and support performance measures, which will be entered into the SRAE Performance Measures Portal toward the end of the reporting period.
- This guide was created to show how to use the Excel workbook to record performance measure data. Minnesota SRAE grantees should use this data tool to capture and organize information on structure, cost, and needed support to report to MDH. If grantees do not have access to Excel software, reach out for technical assistance.

## Structure of Data Recording Tool

Each workbook includes:

- An Instructions tab
- A Provider-Level Measures tab
- A Program-Level Measures tab

## How to Enter Data in the Workbook

### Entering Provider Information

1. Navigate to the "Provider-Level Measures" tab. Make sure to use the workbook from the [MDH MN SRAE webpage](#), or contact MDH for technical assistance.
2. Ensure the reporting period at the top of the page is accurate.

3. Enter grantee name, provider name and program name at the top of the page (Figure 1).
  - a. Grantee name: Enter Minnesota Department of Health or MDH. The “grantee” referred to here is the federal grantee, MDH.
  - b. Provider name: your organization name. All reference to “provider” throughout the rest of the workbook refers to the MN SRAE grantee organization.

### Figure 1. Entering Grantee Information

Provider-Level Data	
<b>Reporting Period:</b>	Oct 2021 - Dec 2022
<b>Grantee:</b>	(enter grantee name here)
<b>Provider</b>	(enter provider name here)

4. Enter the SRAE funding amount your agency received from MDH during this federal grant year, October 1 to September 30 in the “Provider Information” table (Figure 2).
  - a. If you received additional funds from another agency, please report that amount as a non-SRAE funding received to support SRAE programming

### Figure 2. Entering Award Information

Provider Information (for report period only)	
<u>For each item below, include the specified funding amount</u>	
Enter SRAE award amount to provider	
Enter amount of non-SRAE funding received to support SRAE programming	

5. Enter number of provider staff involved in administering, managing, and/or overseeing SRAE programming (Figure 3). Enter the number of FTEs (full-time equivalent) involved in administering SRAE programming. These numbers may not be the same.
  - a. For example, a grantee has one full-time staff member who monitors SRAE grant work 20 hours a week (0.5 FTE). The “provider staff” would be entered as 1 and “provider FTEs” would be entered as 0.5.
  - b. Do not include administrative staff, contractors, or budget support staff in provider staff or FTE calculations. Additionally, staff who only facilitate programming for participants but do not oversee SRAE should not be counted in provider staff or FTEs. They will be included in the SRAE program facilitator counts (Figure 5).
  - c. If staff were involved in both program oversight **and** facilitation, they should be included in both counts.

### Figure 3. Entering SRAE Staff Information

<u>For each item below, enter the number of staff or FTEs specified in each field (enter 0 if none)</u>	
Enter number of provider staff involved in administering SRAE programs	0
Enter number of provider FTEs involved in administering SRAE programs	0

6. Enter “Yes” or “No” for questions about the provider (Figure 4).

- a. If the response to the question “Did the provider serve youth?” is “No”, leave the rest of the “Provider Information” box blank. Skip to the [“Indicating Implementation Challenges”](#) section to continue filling out the workbook.

### Figure 4. Entering Provider-Specific Information

<b>For each item below, include a Yes/No response</b>	
Is the provider new?	
Did the provider serve youth during the reporting period?	

- 7. Enter counts for the specified SRAE program facilitator fields (Figure 5).
  - a. Enter the total number of SRAE facilitators who provided direct programming to youth during the current reporting period of the federal grant year. Include all facilitators (trained and not trained) working for your program or as subgrantees for your SRAE programming.
  - b. Enter the number of SRAE facilitators trained to deliver the core program model(s) during the federal grant year. This number will most likely be a subset of the total number of SRAE facilitators working for your program.
  - c. Enter the number of SRAE program facilitators observed **exactly** one time during this period. This number should be a subset of the total number of SRAE facilitators working for your program.
  - d. Enter the number of SRAE program facilitators **observed twice or more** during this period. This number should be a subset of the total number of SRAE facilitators working for your program.
    - i. One facilitator cannot be counted in both lines.
    - ii. Observations can be conducted by MN SRAE grantee staff, subgrantee staff, MDH staff, the curriculum developer, or curriculum trainer. These observations are for fidelity and quality monitoring.

### Figure 5. Entering SRAE Facilitator Information

<b>For each item below, enter the number of SRAE facilitators specified in each field</b>	
Enter number of SRAE program facilitators working for provider	0
Enter number of SRAE facilitators trained in delivering core program model	0
Enter number of SRAE facilitators observed exactly once for quality monitoring	0
Enter number of SRAE facilitators observed twice or more for quality monitoring	0

## Indicating Implementation Challenges

- 1. Navigate to the “Provider-Level Measures” tab.
- 2. Record staff perceptions of implementation challenges in the “Implementation Challenges” table (Figure 6). For each item listed, mark with an “X” if each item was:
  - a. Not a problem
  - b. Somewhat of a problem

- c. A serious problem
- 3. If there were challenges to implementation other than the types listed, specify the type(s) of challenges in the cells below the “Other” option. For each type specified, mark how much of a problem it was with an “X”.

**Figure 6. Entering Implementation Challenges Information**

Implementation Challenges			
For each item below, mark (x) in the appropriate box at right to indicate how the provider assessed the specified implementation challenges. (MARK ONLY ONE RESPONSE FOR EACH ITEM)	Not a problem	Somewhat a problem	A serious problem
Recruiting youth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keeping youth engaged in program sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting youth to attend regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting qualified staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensuring facilitators understand content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Covering program content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative peer reactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth behavioral problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natural disasters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtaining buy-in or support from key stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent support or engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify below and indicate level of interest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Indicating Types of Technical Assistance Needed

1. Navigate to the “Provider-Level Measures” tab.
2. Record needed areas of technical assistance in the “Types of Technical Assistance Needed” table (Figure 7). For each item listed, mark with an “X” if each item was:
  - a. Not interested, because already received
  - b. Not interested
  - c. Somewhat interested
  - d. Very interested
3. If interested in receiving technical assistance other than the types listed, specify the type(s) of technical assistance desired in the cells below the “Other” option. For each type specified, mark with an “X” the level of interest.

**Figure 7. Entering Technical Assistance Information**

Types of Technical Assistance Needed				
For each item below, mark (x) in the appropriate box at right to indicate if the provider is interested in receiving technical assistance for the specified implementation factors. (MARK ONLY ONE RESPONSE FOR EACH ITEM)	Not interested, because already received	Not interested	Somewhat interested	Very interested
	Recruiting youth			
Keeping youth engaged in program sessions				
Getting youth to attend regularly				
Recruiting qualified staff				
Training facilitators				
Retaining staff				
Minimizing negative peer reactions				
Addressing youth behavioral issues				
Obtaining buy-in or support from key stakeholders				
Evaluation (e.g., how to select or manage an evaluator, data collection, data analysis and report writing)				
Parent support and engagement				
Other (specify below and indicate level of interest)				

### Program-Level Measures Overview

1. Navigate the to the “Program-Level Measures” tab.
  - a. Note, if a program did not serve youth, there is no need to fill out this tab.
2. Ensure that the “Grantee” and “Provider” information is filled out correctly at the top.
  - a. Remember, the “grantee” here is MDH. Your organization is the “provider”.
3. Enter information about the SRAE curricula used during programming in the reporting period.
  - a. Enter the program name under “Program Name” in place of the text “(enter program model here)” under Column B.
  - b. Using the dropdown menu (a little arrow will pop up on the right side of the cell) enter the core curriculum used under “Core Curriculum” under Columns C and D. This may be the same name as “Program Name” in Column B. See Figure 8.
    - i. If an SRAE curriculum was used that is not listed under Program Models, scroll to the bottom of the table. Enter the curriculum name under the “Other” category, replacing the “Enter other curriculum here” text. Then fill out the information as outlined above. See Figure 8.
    - ii. For example, the Live It! curriculum is not included in the Program Models list.

**Figure 8. Entering Curriculum Name**

Program Model	Core Curriculum	Ent
TOP	Teen Outreach Program	
	REAL Essentials	
	Relationship Smarts Plus (SRA)	
	Teen Outreach Program	
	TYRO Youth	
	WISE Guys	
	Worth the Wait/Scott & White Wellness and Sexual Health Program	
	YES You Can!	
	Your Future on the Line	
	Enter other curriculum here	
	Enter other curriculum here	
	Enter other curriculum here	
	Enter other curriculum here	
	Enter other curriculum here	
	Enter other curriculum here	

- c. When a core curriculum is selected, the row will turn white, indicating further information is needed. See Figure 9.
- d. Enter the number of **intended** hours of programming for each curricula used.
- e. Mark with an “X” the populations **actively recruited and targeted** with each curricula, even if those youth were not served. See Figure 9.
  - i. For example, if a grantee intended to target youth in foster care through programming with a local partner, but no youth in foster care participated in the program at this location, youth in foster care **should** still be indicated as a target population.
  - ii. As another example, if a grantee did not intend to target pregnant or parenting youth through programming with a local partner, but had two parenting youth participate, pregnant and parenting youth should **not** be indicated as a target population.
  - iii. This measure is intended to capture the populations being **targeted** by grantees, not record the youth who actually participated as that is recorded elsewhere.

**Figure 9. Entering Intended Hours and Target Populations**

For each program model implemented during the reporting period, enter the requested information across the row. (Scroll down to view all programs)

Program Model	Core Curriculum	Enter number of intended program delivery hours	Target Populations												Mark Yes		
			Youth in high-need geographic area	Youth in foster care	Homeless or runaway youth	Youth living with HIV/AIDS	Pregnant or parenting youth	Hispanic / Latino youth	African American youth	Native American youth	LGBTQ youth	Youth in adjudication systems	Male youth	Out of school / & out youth		Youth in residential treatment for mental health issues	Trafficked youth
TOP	Teen Outreach Program																



- f. Indicate which SRAE topics were covered with the core curriculum using “Y” and “N” (yes or no) under “Core Curriculum”. See Figure 10.
- g. If additional elements or supplemental curriculum were used in this program, mark with an “X” under “Supplemental Program Elements” in Column AB.
- i. Other elements can include additional curricula, guest speakers, or other program activities.
- h. Indicate which SRAE topics were covered with the Supplemental Program Elements using “Y” and “N” (yes or no) under “Supplemental Program Elements” starting in Column AE.

**Figure 10. Entering Core Curriculum and Supplemental Program Element Topic Information**

Core Curriculum								Supplemental Program Elements											
Mark Yes (Y) or No (N) to indicate which SRAE topics are addressed by this core curriculum								Mark (x) to indicate if supplemental elements used		Mark Yes (Y) or No (N) to indicate which SRAE topics are addressed by supplemental program elements									
N	Y	Y	Y	Y	N	N	Y	X	Y	N	Y	Y	Y	Y	Y	Y	Y		

## Final Steps

Double-check the data you have entered for accuracy. This can be easier to do if you complete the workbook as you are completing each cohort. Only one workbook is required for annual reporting. Send completed workbooks to MDH by the requested date. Reach out for technical assistance with any questions.

MDH thanks you for your contribution to this mandatory SRAE reporting. We appreciate the time and effort you have contributed to ensuring healthier futures for adolescents throughout Minnesota. Sending complete and accurate data is part of recording the important work you are doing and MDH wants to make sure your hard work is counted!

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To obtain this information in a different format, call: 651-201-3650.